Formal Training

❏ What are the challenges and opportunities of disciplinary, multi-disciplinary and interdisciplinary training? How is bioengineering training best accomplished?

❏ How can training programs prepare students for research careers? Should they prepare students for non-research careers? If so, how?

❏ What activities should training programs require of all trainees?

❏ How can training programs best train students, as teams or individuals, in problem-solving, computation, and laboratory techniques?

❏ How should training programs match students and potential mentors?

❏ Can training programs successfully teach students drive, self-motivation, and leadership and, if so, how?

❏ Should professional development be part of training programs and, if so, what activities are most useful and effective?

❏ How can training programs recruit and retain diversity students and help increase academic diversity?

Dissertation Research

- How can one transition from training to research support if there is no support available in the dissertation research area?

- How can students achieve a broad knowledge base while pursuing a highly focused research career?

- How can students formulate and execute their dissertation research in a timely manner?

- How can students think like a researcher, i.e. choose important research questions, think independently and make educated future predictions?

- What are the pros and cons to taking on a high-risk high-reward dissertation project?

- What can students do if they are not compatible with their mentor or other laboratory members?

- How does a student with a junior mentor network effectively with more established investigators?

- Since most conferences are academic-based, how can students make effective industry contacts during their graduate training?

- How can a student with a non-clinical background work effectively in a clinical setting? Gain more clinical experience?

Postdoctoral Training

- How can a training program best recruit and retain both MD and PhD applicants? Help postdoctoral fellows obtain academic or industrial positions?

- What are the different types of postdoctoral fellowships? What factors should one consider when choosing a post-PhD position?

- What are the expectations for a graduate student transitioning into a postdoctoral position?

- Should a postdoc continue to work in their doctoral research area or expand into a similar, but distinct, field?

- How can a postdoc manage and motivate other laboratory members?

- How can postdocs best transition from postdoctoral training to research independence?

- How should a postdoc prepare for an academic or industrial position? How can postdocs secure a faculty position and negotiate a start-up package?

- How can clinician-scientists find the right balance between clinical duties, research, and teaching? Develop productive collaborations with basic scientists?

Career Issues

❐ How can training programs best advise trainees on career choices and maximizing their career options?

❐ Should training programs prepare trainees for research careers or both research and non-research careers?

❐ How do I determine whether an academic or industrial career is most appropriate for me?

❐ How can a young researcher establish a viable research career? Will a research career be sustainable in the long term?

❐ How can a researcher integrate both an academic and industrial career?

❐ How does one translate an academic PhD into a viable, non-traditional career or a research career in another job sector?

❐ What career options are available at the interface between basic and clinical research? Between research and clinical care?

❐ How do I engage scientific collaborators and ensure successful and productive collaborations?

❐ What are the current models for international collaboration and trends for bioengineering research outside the United States?